

## Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education 1120

School District Total Student Enrollment 6698

Percent of Students Receiving Special Education 16.7

## Steering Committee

Name	Position/Role	Building	Email
Nicole Battestelli	Director of Special Education	Haverford Township SD	nbattestelli@haverfordsd.net
Natalya Adelizzi	Other	Haverford Township SD	nadelizzi@haverfordsd.net
Jen Saksa	Director of Curriculum	Haverford Township SD	jsaksa@haverfordsd.net
Maureen Reusche	Superintendent	Haverford Township SD	mareusche@haverfordsd.net
Kailey Carrigan	Special Education Teacher	Manoa El Sch	kcarrigan@haverfordsd.net
Rosemary Edmiston	Other	Haverford SHS	redmiston@haverfordsd.net
Michelle Lynn	Special Education Teacher	Haverford SHS	mlynn@haverfordsd.net
Kathleen Elko	Special Education Teacher	Lynnewood El Sch	kelko@haverfordsd.net
Julie Cirillo	General Education Teacher	Manoa El Sch	jcirillo@haverfordsd.net
Tracy Spivack	Other	Chatham Park El Sch	tspivack@haverfordsd.net
Mary Kate McNamara	Special Education Teacher	Haverford MS	mmcnamara@haverfordsd.net
Theresa Fry	Parent	Haverford Township SD	tmoser@haverfordsd.net
Megan Knapp	Parent	Haverford Township SD	maknapp@haverfordsd.net
Tim Fenstermacher	Parent	Haverford Township SD	fenster77@gmail.com
Dan Horan	Building Principal	Haverford MS	dhoran@haverfordsd.net
Elizabeth Mastrocola	Building Principal	Coopertown El Sch	emastrocola@haverfordsd.net
Pete Donaghy	Building Principal	Haverford SHS	pdonaghy@haverfordsd.net
Kimberly McKay	Board Member	Haverford Township SD	kmckay@haverfordsd.net
Laura Crispin	Board Member	Haverford Township SD	lcrispin@haverfordsd.net
Dave Schwartz	Board Member	Haverford Township SD	dschwartz@haverfordsd.net
Lawrence Feinberg	Board Member	Haverford Township SD	lfeinberg@haverfordsd.net
Antoinette Snodgrass	Board Member	Haverford Township SD	asnodgrass@haverfordsd.net
Bridget Wiedeman	Board Member	Haverford Township SD	bwiedeman@haverfordsd.net

## School District Areas of Improvement and Planning - Indicators

### Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Improvement and Planning Activity
The District will continue to discuss participation in state assessment and all allowable accommodations for every student with an IEP at least annually during their IEP meeting so that the appropriate assessment is discussed and identified.
The District will continue to review attendance records during testing days and schedule make up assessment for students who did not participate due to illness.
The District will strategically schedule PASA & PSSA exams to limit conflict with instruction and provide parents with information regarding the impact of testing on instructional time.
The District will work with parents to encourage them to allow their children to participate in state assessments and post information on the benefits of state assessments.

### Education Environments (Indicator 5)

Indicator not flagged at this time.

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

### Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

### Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

### Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

### Mediation (Indicator 16)

Indicator not flagged at this time.



### School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
Teachers' perception of barriers to students who receive special education services participating in Regular Education classrooms	-Survey all professional staff to further explore potential barriers -Work with a group of professionals to review survey results and brainstorm potential solutions. -Create an action plan including professional development on mitigating the factors that impede student participation in the General Education Environment
Extended School Year (ESY)	-Supervisors of Special Education will create a template to be disseminated to all Case Managers that outlines the procedures to document ESY appropriately. -At each meeting, principals (or LEA) will be given a checklist to ensure all components of the IEP, including ESY meet compliance standards. -As IEPs are finalized and placed in a student's file, Supervisors will complete a final check for the appropriate language.

Identification Method

Identify the District's method for identifying students with specific learning disabilities

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)  
We are not a host district. If we were a host district, we would discuss LRE at each IEP meeting and work with the child's home LEA to ensure a Free, Appropriate Public Education.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?  
The district participates in annual IEP Meetings for students located in 1306 facilities. In addition, we work with the team at the facility to develop a transition plan for any student planning to return to the district. This plan typically involves the district IEP case manager, school counselor, building principal, and the team from the 1306 facility.

## Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

## Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

The district would like to increase the time all students, regardless of disability category, spend in the general education environment. We review the Least Restrictive Environment at each meeting and have worked diligently with our IU to ensure our internal program and systems are well run to meet the needs of many students. This has enabled more students to participate in our district programs appropriately. We plan to continue this process to increase student participation in general education.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

The district implements an MTSS approach at the elementary level to address the academic needs of all students. We complete benchmarks for Reading and Math for all of our students(K-5) three times per year. This data is used to inform building data teams on student growth that help alert the child's professional team of any concerns. In addition, we utilize a responsive classroom to build community and support positive behaviors. All levels have their child study team. This process provides teachers with strategies to meet student needs before the need for an evaluation. In addition, the district has implemented a Social Emotional Wellness screener in grades six and nine to screen for students who may need intervention before requiring an evaluation.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

This is a growth area for us as a district. Weekly meetings are held between special education supervisors and supervisors of the curriculum. In addition, there is a monthly meeting between Pupil Services and Curriculum. Our special education teachers attend curriculum meetings to ensure understanding of LRE and provide targeted feedback for questions that may arise regarding special education and differentiation from general education teachers. As part of our MTSS process, we have begun to realign our child study team referral process, focusing on current student performance and growth. In addition, we are seeking feedback from our professional staff on their perceived barriers to children's participation in the general education classroom. Finally, we have contracted with our local IU, which provides training to general education teachers on meeting the needs of complex learners.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

The district provides the appropriate support to each child to fully participate with non-disabled peers. Appropriate support may include the help of a paraprofessional, nursing support, or specialized transportation. We also participate in PIAA Unified Bocce Track and Tennis. We have our own middle school unified basketball team as well.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

The district requires all IEP teams to discuss the least restrictive environment at each IEP meeting and at least annually. This discussion takes place for our students placed in approved private schools and the intermediate unit programs.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The district is currently exploring options for building additional programs within the district. We are reviewing students in placements outside

of the district and incoming early intervention students to determine where there may be a cohort of students who can utilize a program we can add to our current offerings.

#### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Melmark	Approved Private School (APS)		Melmark	Autistic Support	5
Coeburn Elementary	Other		Delaware County Intermediate Unit	Speech and Language Support	1
Indian Lane ES	Other		Delaware County Intermediate Unit	Speech and Language Support	1
Delaware County Academy	Other		Delaware County Intermediate Unit	Emotional Support	3
Community School	Other		Delaware County Intermediate Unit	Emotional Support	1
Haverford High School	Other		Delaware County Intermediate Unit	Multiple Disabilities Support	1
Marple Education Center	Other		Delaware County Intermediate Unit	Autistic Support	4
New Pathways	Other		Delaware County Intermediate Unit	Emotional Support	3
Strath Haven HS	Other		Delaware County Intermediate Unit	Deaf and Hard of Hearing Support	1
Swarthmore Rutledge ES			Delaware County Intermediate Unit	Deaf and Hard of Hearing Support	1
The County Alternative School	Other		Delaware County Intermediate Unit	Emotional Support	1
Kanner Center	Approved Private		Devereux Schools	Autistic Support	3

	School (APS)				
Elwyn Davidson School	Approved Private School (APS)		Elwyn Davidson School	Autistic Support	1
Elwyn Davidson	Approved Private School (APS)		Elwyn Davidson School	Emotional Support	1
Fairwold Academy	Approved Private School (APS)		Fairwold Academy	Emotional Support	1
George Crothers Memorial School	Approved Private School (APS)		CADES	Multiple Disabilities Support	3
Home of the Merciful Savior	Approved Private School (APS)		Home of the Merciful Savior	Multiple Disabilities Support	2
Lakeside Horsham	Licensed Private Academic		Lakeside Schools	Emotional Support	1
Vantage Academy Souderton	Licensed Private Academic		Lakeside Schools	Emotional Support	1
Explorations	Other		Montgomery County Intermediate Unit	Emotional Support	1
Pathway School	Approved Private School (APS)		Pathway School	Emotional Support	2
Pennsylvania School for the Deaf	Approved Private School (APS)		Pennsylvania School for the Deaf	Blind and Visually Impaired Support	1
The Camphill School	Approved Private School (APS)		Camphill School	Autistic Support	1
Timothy School	Approved Private School (APS)		Timothy School	Autistic Support	2
Leadership Academy	Licensed Private Academic		The Lincoln Center TLC	Emotional Support	1
Vanguard High School	Approved Private School (APS)		Vanguard School	Autistic Support	3
Vanguard Lower School	Approved Private School (APS)		Vanguard School	Autistic Support	2
Vanguard Middle School	Approved Private School (APS)		Vanguard School	Autistic Support	4





## Positive Behavior Support

Date of Approval

1996-08-19

Uploaded Files

SB Policy 113.1 Behavior Support.pdf

1. How does the district support the emotional, social needs of students with disabilities?

The district utilizes Responsive Classroom at the elementary level. Emotional support programming is offered in all seven of our schools. Social skills instruction is provided to students based on identified need. Licensed professional counselors provide additional support to students with identified needs. The district has two BCBA(Board Certified Behavior Analysts) and one BSC (Behavior Specialist Consultant) to ensure Positive Behavior Support Plans are appropriate and based on an FBA.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

Policy 113.1 includes the following: "The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy."

3. Describe the district positive school wide support programs.

The district utilizes both responsive classrooms and restorative practices. In addition, the elementary level includes a social-emotional learning curriculum in its schedule. The school counselor teaches this curriculum. The Middle School and High School have an Advisory period in addition to our elementary schools having a Morning Meeting to address positive school-wide discipline. The middle school dedicates days throughout the year to focus on student well-being.

4. Describe the district school-based behavior health services.

The district provides a student assistance program through Holcomb Behavioral Health at the middle and high schools.

5. Describe the district restraint procedure.

The district has trained many staff members in QBS Safety Care. The training components include de-escalation, personal safety, and safe restraint. Training is provided for teachers, instructional assistants, administrators, transportation personnel, and any additional staff as needed or requested. Restraints are reported in the RISC software. Following a restraint, an IEP meeting is held unless the parent or guardian signs a waiver.



### Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

We do not have any students who are receiving instruction in the home or are at risk of waiting more than 30 days for an appropriate educational placement.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ManLS3	Elementary	Full-time (1.0)	05/19/2022 03:32 PM

<b>Building Name</b>		
Manoa El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Manoa El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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ManLSitin1-3	Elementary	Full-time (1.0)	05/19/2022 03:30 PM
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<b>Building Name</b>		
Manoa El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Manoa El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ManLS4-5	Elementary	Full-time (1.0)	05/19/2022 03:28 PM

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<b>Building Name</b>		
Manoa El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Manoa El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ManLS1-2	Elementary	Full-time (1.0)	05/19/2022 03:23 PM

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<b>Building Name</b>		
Manoa El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Manoa El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MANSLSK-5PT	Elementary	Part-time (0.5)	05/19/2022 03:19 PM

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<b>Building Name</b>
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Manoa El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	5	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>	<b>FTE %</b>	
Itinerant, not seen at the same time	0.08	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ManESK-5	Elementary	Full-time (1.0)	05/19/2022 03:16 PM

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<b>Building Name</b>		
Manoa El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	2	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>	<b>FTE %</b>	
Itinerant, not seen at the same time	0.04	

<b>Building Name</b>		
Manoa El Sch		
<b>Support Type</b>		

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Itinerant, not seen at the same time		0.18

<b>Building Name</b>		
Manoa El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MANSLS	Elementary	Full-time (1.0)	05/19/2022 03:14 PM

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<b>Building Name</b>		
Manoa El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		

Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Itinerant Speech and Language, not seen at the same time		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LynSLSK-5	Elementary	Full-time (1.0)	05/19/2022 03:13 PM

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<b>Building Name</b>		
Lynnewood El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Itinerant Speech and Language, not seen at the same time		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LynLS1-2	Elementary	Full-time (1.0)	05/19/2022 03:11 PM

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<b>Building Name</b>
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Lynnewood El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Lynnewood El Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Lynnewood El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LynLS3	Elementary	Full-time (1.0)	05/19/2022 03:09 PM

<b>Building Name</b>		
Lynnewood El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Lynnewood El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>

	0.1
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LynLS4-5	Elementary	Full-time (1.0)	05/19/2022 03:34 PM

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<b>Building Name</b>		
Lynnewood El Sch		
<b>Support Type</b>		
Blind And Visually Impaired Support		
<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Lynnewood El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Lynnewood El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Lynnewood El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.03

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LynLS3-4	Elementary	Part-time (0.5)	05/19/2022 03:05 PM

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<b>Building Name</b>		
Lynnewood El Sch		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Lynnewood El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LynLSS	Elementary	Full-time (1.0)	05/19/2022 03:03 PM

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<b>Building Name</b>		
Lynnewood El Sch		
<b>Support Type</b>		
Life Skills Support		



<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Waivers have been signed by families		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ELemPDPK	Elementary	Full-time (1.0)	05/19/2022 03:42 PM

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<b>Building Name</b>		
Lynnewood El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Manoa El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LynLS2-5	Elementary	Full-time (1.0)	05/19/2022 02:38 PM

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<b>Building Name</b>		
Lynnewood El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Lynnewood El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Lynnewood El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LynESK-5	Elementary	Full-time (1.0)	05/19/2022 02:21 PM

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<b>Building Name</b>		
Lynnewood El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11

<b>Age Range Justification</b>	<b>FTE %</b>
Itinerant, not seen at the same time	0.12

<b>Building Name</b>		
Lynnewood El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Itinerant, not seen at the same time		0.14

<b>Building Name</b>		
Lynnewood El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MsSupMKT	Secondary	Full-time (1.0)	05/19/2022 02:16 PM

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<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSSupLS	Secondary	Full-time (1.0)	05/19/2022 02:15 PM

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<b>Building Name</b>
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Haverford MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.65

<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.03

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MSSupAS	Secondary	Full-time (1.0)	05/19/2022 02:07 PM

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<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>

	0.3
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSSupJS	Secondary	Full-time (1.0)	05/19/2022 02:04 PM

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<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSSupTS	Secondary	Full-time (1.0)	05/19/2022 03:35 PM

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<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>



Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MSASTS	Secondary	Full-time (1.0)	05/19/2022 01:57 PM

<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSASEM	Secondary	Full-time (1.0)	05/19/2022 01:56 PM

<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>

	0.1
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSSupSM	Secondary	Full-time (1.0)	05/19/2022 01:54 PM

Building Name		
Haverford MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.02

<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSSupMM	Secondary	Part-time (0.5)	05/19/2022 01:52 PM

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<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Haverford MS		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MSESSupTM	Secondary	Full-time (1.0)	05/19/2022 01:50 PM

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<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MSSupAJ	Secondary	Full-time (1.0)	05/19/2022 01:48 PM

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<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		23
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.46

<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MSSupKH	Secondary	Full-time (1.0)	05/19/2022 01:46 PM

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<b>Building Name</b>	
Haverford MS	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.02

Building Name		
Haverford MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSSLSDG	Secondary	Full-time (1.0)	05/19/2022 03:36 PM

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Building Name		
Haverford MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14



<b>Age Range Justification</b>	<b>FTE %</b>
	0.03

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MSSupLG	Secondary	Full-time (1.0)	05/19/2022 12:50 PM

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<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MSSupSE	Secondary	Full-time (1.0)	05/19/2022 12:41 PM

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<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MSSupMDM	Secondary	Full-time (1.0)	05/19/2022 12:26 PM

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<b>Building Name</b>	
Haverford MS	
<b>Support Type</b>	
Emotional Support	
<b>Support Sub-Type</b>	
Emotional Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.02

Building Name		
Haverford MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.3

Building Name		
Haverford MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLSS	Secondary	Full-time (1.0)	05/19/2022 12:24 PM

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<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSSupSB	Secondary	Full-time (1.0)	05/19/2022 12:20 PM

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<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSSupCB	Secondary	Full-time (1.0)	05/19/2022 12:05 PM

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<b>Building Name</b>		
Haverford MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSSUPMV	Secondary	Full-time (1.0)	05/19/2022 12:02 PM

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<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.06

Building Name		
Haverford SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.32

Building Name		
Haverford SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSSupJSt	Secondary	Full-time (1.0)	05/19/2022 03:37 PM

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSSLP	Secondary	Full-time (1.0)	05/19/2022 11:47 AM

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<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HsSupJS	Secondary	Full-time (1.0)	05/19/2022 03:42 PM

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<b>Building Name</b>
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Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HSESKM	Secondary	Full-time (1.0)	05/19/2022 03:38 PM

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<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		

Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		23
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.46

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSESDM	Secondary	Full-time (1.0)	05/11/2022 03:56 PM

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<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HsSupML	Secondary	Full-time (1.0)	05/19/2022 03:39 PM

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<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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HSASKK	Secondary	Full-time (1.0)	05/19/2022 03:39 PM
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<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HSSupJHi	Secondary	Full-time (1.0)	05/11/2022 03:51 PM

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLSSLH	Secondary	Full-time (1.0)	05/09/2022 10:47 AM

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<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSPATH	Secondary	Full-time (1.0)	05/09/2022 10:45 AM

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<b>Building Name</b>
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Haverford SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>



School District	Secondary	18 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HSSupMCr	Secondary	Full-time (1.0)	05/09/2022 10:42 AM

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HSSupKD	Secondary	Full-time (1.0)	05/09/2022 10:40 AM

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSSupMC	Secondary	Full-time (1.0)	05/09/2022 10:00 AM

<b>Building Name</b>
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Haverford SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.03

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HSSupLC	Secondary	Full-time (1.0)	05/09/2022 09:49 AM

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		

Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSSupKC	Secondary	Full-time (1.0)	05/04/2022 03:18 PM

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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSSupJH	Secondary	Full-time (1.0)	05/04/2022 03:18 PM

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<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>
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Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Haverford SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
COASSUPPK-2	Elementary	Full-time (1.0)	05/04/2022 02:48 PM

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<b>Building Name</b>		
Coopertown El Sch		
<b>Support Type</b>		



Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
COESITK-5	Elementary	Full-time (1.0)	05/04/2022 02:45 PM

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<b>Building Name</b>		
Coopertown El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Itinerant, scheduled at different times		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
COASSUPP3-5	Elementary	Full-time (1.0)	05/04/2022 02:43 PM

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<b>Building Name</b>		
Coopertown El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
COASITK-5	Elementary	Full-time (1.0)	05/04/2022 02:47 PM

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<b>Building Name</b>		
Coopertown El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.58

<b>Building Name</b>
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Coopertown El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Coopertown El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
COLSSUPP4-5	Elementary	Full-time (1.0)	05/04/2022 02:40 PM

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<b>Building Name</b>		
Coopertown El Sch		
<b>Support Type</b>		

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Coopertown El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
COLSIT1-3	Elementary	Full-time (1.0)	05/04/2022 02:38 PM

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<b>Building Name</b>		
Coopertown El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Coopertown El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
COLSITK-5	Elementary	Full-time (1.0)	05/04/2022 02:30 PM

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<b>Building Name</b>		
Coopertown El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Itinerant, not seen at the same time		0.26

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CWLSIT2-5	Elementary	Full-time (1.0)	05/04/2022 01:59 PM

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<b>Building Name</b>		
Chestnutwold El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Chestnutwold El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CWSPITK-5	Elementary	Full-time (1.0)	05/04/2022 01:56 PM

<b>Building Name</b>		
Chestnutwold El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Speech, services are not together		0.14

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CWSuppK	Elementary	Full-time (1.0)	05/04/2022 01:54 PM

<b>Building Name</b>		
Chestnutwold El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Chestnutwold El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 5
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CWSupp3	Elementary	Full-time (1.0)	05/04/2022 01:50 PM

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<b>Building Name</b>		
Chestnutwold El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>



Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Chestnutwold El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CWSupp4-5	Elementary	Full-time (1.0)	05/04/2022 01:48 PM

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<b>Building Name</b>		
Chestnutwold El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Chestnutwold El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CWSupp3-4	Elementary	Full-time (1.0)	05/19/2022 03:41 PM

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<b>Building Name</b>		
Chestnutwold El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>

	0.12
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<b>Building Name</b>		
Chestnutwold El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CWSupp1-2	Elementary	Full-time (1.0)	05/04/2022 01:43 PM

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<b>Building Name</b>		
Chestnutwold El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Chestnutwold El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Chestnutwold El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Chestnutwold El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CWLSITK-5	Elementary	Part-time (0.5)	05/04/2022 01:38 PM

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Building Name		
Chestnutwold El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.14

Building Name		
Chestnutwold El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9

<b>Age Range Justification</b>	<b>FTE %</b>
	0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CWESITK-5	Elementary	Part-time (0.5)	05/04/2022 01:36 PM

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<b>Building Name</b>		
Chestnutwold El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Itinerant, not seen together		0.12

<b>Building Name</b>		
Chestnutwold El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Itinerant, not seen at the same time		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CPESITK-5	Elementary	Part-time (0.5)	05/04/2022 01:28 PM

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<b>Building Name</b>		
Chatham Park El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Not seen at same time		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CPLSSUPP3-5	Elementary	Full-time (1.0)	05/04/2022 01:25 PM

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<b>Building Name</b>		
Chatham Park El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3

Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.06

Building Name		
Chatham Park El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CPSLSITK-5	Elementary	Part-time (0.5)	05/04/2022 01:26 PM

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Building Name		
Chatham Park El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11



Age Range Justification	FTE %
Speech, not seen at same time	0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CPLSSUPP4-5	Elementary	Full-time (1.0)	05/04/2022 01:17 PM

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<b>Building Name</b>		
Chatham Park El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Chatham Park El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CPLSITK-5	Elementary	Full-time (1.0)	05/04/2022 01:15 PM

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<b>Building Name</b>		
Chatham Park El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Itinerant, not in same classroom		0.36

<b>Building Name</b>		
Chatham Park El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CPLSSUPP1-3	Elementary	Full-time (1.0)	05/04/2022 01:06 PM

<b>Building Name</b>		
Chatham Park El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Chatham Park El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16



## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Manoa El Sch		101
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 5 inches x 33 feet, 8 inches	687sqft	24
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

### 1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Manoa El Sch		317
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 9 inches x 25 feet, 2 inches	421sqft	15
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

### 2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Manoa El Sch		204
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
12 feet, 6 inches x 20 feet, 5 inches	255sqft	9
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

### 3Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Manoa El Sch		215
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 4 inches x 12 feet, 11 inches	314sqft	11
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Manoa El Sch		201
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 11 inches x 32 feet, 5 inches	840sqft	30
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Manoa El Sch		313
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>	<b>Room #</b>
Manoa El Sch	226



<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
9 feet, 10 inches x 22 feet, 1 inches	217sqft	7
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Manoa El Sch		124
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 8 inches x 15 feet, 1 inches	372sqft	13
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 8Assurance Check

Assurance Check	Yes	No
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The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Manoa El Sch		323
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
7 feet, 9 inches x 17 feet, 8 inches	136sqft	4
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Manoa El Sch		223
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
7 feet, 10 inches x 17 feet, 8 inches	138sqft	4
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lynnewood El Sch		110
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 11 inches x 27 feet, 11 inches	807sqft	28
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Lynnewood El Sch		301
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 5 inches x 29 feet, 4 inches	862sqft	30
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 12Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Lynnewood El Sch		310
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 11 inches x 27 feet, 9 inches	802sqft	28

<b>Implementation Date</b>
2022-05-23
<b>Uploaded Files</b>

#### 13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Lynnewood El Sch		211
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 11 inches x 28 feet, 6 inches	852sqft	30
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 14Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	

The class is composed of at least 28 square feet per student	Yes	
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<b>Building Name</b>		<b>Room #</b>
Lynnewood El Sch		112
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 9 inches x 19 feet, 5 inches	558sqft	19
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 15Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Lynnewood El Sch		311
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 2 inches x 28 feet, 5 inches	828sqft	29
<b>Implementation Date</b>		
2022-05-23		

<b>Uploaded Files</b>

#### 16Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Lynnewood El Sch		212
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 5 inches x 28 feet, 10 inches	559sqft	19
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 17Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Chatham Park El Sch		119
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 40 feet, 0 inches	920sqft	32
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 18Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Chatham Park El Sch		144
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 11 feet, 10 inches	295sqft	10
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		



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#### 19Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Chatham Park El Sch		209
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 4 inches x 39 feet, 5 inches	880sqft	31
Implementation Date		
2022-05-23		
Uploaded Files		

#### 20Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Chatham Park El Sch		222
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 7 inches x 40 feet, 1 inches	905sqft	32
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 21Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Chatham Park El Sch		137
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
11 feet, 10 inches x 17 feet, 8 inches	209sqft	7
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

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## 22Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Chatham Park El Sch		123
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 3 inches x 11 feet, 9 inches	214sqft	7
Implementation Date		
2022-05-23		
Uploaded Files		

## 23Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Coopertown El Sch		131
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 6 inches x 17 feet, 11 inches	474sqft	16
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 24Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Coopertown El Sch		114
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 5 inches x 19 feet, 4 inches	452sqft	16
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

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#### 25Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Coopertown El Sch		129
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 26 feet, 6 inches	477sqft	17
Implementation Date		
2022-05-23		
Uploaded Files		

#### 26Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Coopertown El Sch		102
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 9 inches x 33 feet, 5 inches	793sqft	28
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 27Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Coopertown El Sch		118
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
13 feet, 5 inches x 21 feet, 1 inches	282sqft	10
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

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#### 28Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Coopertown El Sch		104
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 5 inches x 33 feet, 4 inches	780sqft	27
Implementation Date		
2022-05-23		
Uploaded Files		

#### 29Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Coopertown El Sch		136
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 2 inches x 25 feet, 1 inches	831sqft	29
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

### 30Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Chestnutwold El Sch		113 B
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
10 feet, 2 inches x 13 feet, 7 inches	138sqft	4
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		



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### 31 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Chestnutwold El Sch		113 C
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 1 inches x 28 feet, 3 inches	482sqft	17
Implementation Date		
2022-05-23		
Uploaded Files		

### 32 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Chestnutwold El Sch		009
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 6 inches x 24 feet, 1 inches	614sqft	21
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

### 33Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Chestnutwold El Sch		021
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 7 inches x 19 feet, 3 inches	704sqft	25
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

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### 34Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Chestnutwold El Sch		019
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 11 inches x 18 feet, 2 inches	488sqft	17
Implementation Date		
2022-05-23		
Uploaded Files		

### 35Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Chestnutwold El Sch		203
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 6 inches x 12 feet, 1 inches	416sqft	14
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

### 36Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Chestnutwold El Sch		13 B
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 4 inches x 15 feet, 9 inches	320sqft	11
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

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### 37Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Haverford MS		019
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 9 inches x 28 feet, 1 inches	526sqft	18
Implementation Date		
2022-05-23		
Uploaded Files		

### 38Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford MS		060
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 11 inches x 22 feet, 2 inches	352sqft	12
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

### 39Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford MS		101
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 5 inches x 34 feet, 2 inches	731sqft	26
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

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#### 40Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Haverford MS		103
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 7 inches x 19 feet, 10 inches	447sqft	15
Implementation Date		
2022-05-23		
Uploaded Files		

#### 41Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford MS		140
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 11 inches x 9 feet, 7 inches	219sqft	7
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 42Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford MS		142
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 2 inches x 28 feet, 0 inches	620sqft	22
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		



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#### 43Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Haverford MS		180
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 6 inches x 19 feet, 1 inches	429sqft	15
Implementation Date		
2022-05-23		
Uploaded Files		

#### 44Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford MS		196
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 11 inches x 15 feet, 11 inches	444sqft	15
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 45Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford MS		197
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 1 inches x 23 feet, 6 inches	471sqft	16
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

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#### 46Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Haverford MS		203
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 8 inches x 27 feet, 7 inches	625sqft	22
Implementation Date		
2022-05-23		
Uploaded Files		

#### 47Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford MS		218
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 5 inches x 26 feet, 4 inches	563sqft	20
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 48Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford MS		228
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 8 inches x 11 feet, 7 inches	239sqft	8
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

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#### 49Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Haverford MS		232
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 7 inches x 11 feet, 6 inches	236sqft	8
Implementation Date		
2022-05-23		
Uploaded Files		

#### 50Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford MS		238
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 1 inches x 11 feet, 8 inches	269sqft	9
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 51Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford MS		270
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 4 inches x 30 feet, 11 inches	690sqft	24
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

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#### 52Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Haverford MS		279
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 11 inches x 26 feet, 2 inches	678sqft	24
Implementation Date		
2022-05-23		
Uploaded Files		

#### 53Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford MS		283
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
14 feet, 3 inches x 31 feet, 5 inches	447sqft	15
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 54Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford MS		288
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 3 inches x 23 feet, 7 inches	713sqft	25
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		



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#### 55Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Haverford MS		289
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 3 inches x 27 feet, 10 inches	424sqft	15
Implementation Date		
2022-05-23		
Uploaded Files		

#### 56Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford SHS		115
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 7 inches x 36 feet, 8 inches	864sqft	30
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 57Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford SHS		114
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 4 inches x 27 feet, 6 inches	586sqft	20
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

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#### 58Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Haverford SHS		202
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 9 inches x 29 feet, 6 inches	700sqft	25
Implementation Date		
2022-05-23		
Uploaded Files		

#### 59Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford SHS		204
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 10 inches x 29 feet, 6 inches	703sqft	25
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 60Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford MS		215
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 7 inches x 14 feet, 5 inches	339sqft	12
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

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#### 61Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Haverford SHS		151
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 1 inches x 25 feet, 0 inches	777sqft	27
Implementation Date		
2022-05-23		
Uploaded Files		

#### 62Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford SHS		322
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 2 inches x 28 feet, 9 inches	694sqft	24
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 63Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford SHS		331
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 3 inches x 16 feet, 10 inches	324sqft	11
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

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#### 64Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Haverford SHS		136
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 7 inches x 29 feet, 11 inches	735sqft	26
Implementation Date		
2022-05-23		
Uploaded Files		

#### 65Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford SHS		231
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 3 inches x 17 feet, 8 inches	340sqft	12
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 66Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Haverford SHS		131
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 7 inches x 42 feet, 1 inches	992sqft	35
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		



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67Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Haverford SHS		137
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 3 inches x 16 feet, 11 inches	325sqft	11
Implementation Date		
2022-05-23		
Uploaded Files		

68Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	



## Special Education Support Services

### 69Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Social Worker	2	District Wide	District
Paraprofessionals	125	District Wide	District
Physical Therapist	1	District Wide	Contractor
School Psychologist	7.6	District Wide	District
Behavior Specialist	3	District Wide	Contractor
Occupational Therapist	3	District Wide	District
Occupational Therapist	2	District Wide	Contractor
Guidance Counselor	19	District Wide	District
Other	2	Secondary	Contractor
Other	2	District Wide	District
School Psychologist	2	District Wide	Contractor

## Special Education Personnel Development

### Autism

Description of Training			
Autistic Support: Coaching and Training on Best Practices			
Lead Person/Position		Year of Training	
Bria Hoey/ DCIU Specialist		2021	
Hours Per Training	Number of Sessions	Provider	Audience
1	40	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Other

Description of Training			
Autistic Support: Coaching and Training on Best Practices			
Lead Person/Position		Year of Training	
Bria Hoey/ DCIU Specialist		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	40	Intermediate Unit PaTTAN	Building Administrators General Education Teachers Paraprofessionals Other

Description of Training			
Autistic Support: Coaching and Training on Best Practices			
Lead Person/Position		Year of Training	
Bria Hoey/ DCIU Specialist		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	40	Intermediate Unit	Building Administrators Paraprofessionals

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Description of Training			
Autistic Support: Coaching and Training on Best Practices			
Lead Person/Position		Year of Training	
Bria Hoey/ DCIU Specialist		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	40	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators Paraprofessionals

Description of Training			
Role of the SLP in Autistic Support Classes			
Lead Person/Position		Year of Training	
Nora Connell DCIU		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	Intermediate Unit	Building Administrators Central Office Administrators Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Role of the SLP in Autistic Support Classes			
Lead Person/Position		Year of Training	
Nora Connell DCIU		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	Intermediate Unit	Building Administrators Central Office Administrators

			General Education Teachers Parents Paraprofessionals Special Education Teachers Other
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### Positive Behavior Support

Description of Training			
Safety Care: Deescalation and Restraint Techniques in accordance with PBS Board Policy			
Lead Person/Position		Year of Training	
Natalya Adelizzi/ Supervisor of Elementary Special Programs		2021	
Hours Per Training	Number of Sessions	Provider	Audience
7	10	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Safety Care: Deescalation and Restraint Techniques in accordance with PBS Board Policy			
Lead Person/Position		Year of Training	
Natalya Adelizzi/ Supervisor of Elementary Special Programs		2022	
Hours Per Training	Number of Sessions	Provider	Audience
7	10	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Safety Care: Deescalation and Restraint Techniques in accordance with PBS Board Policy			
Lead Person/Position		Year of Training	
Natalya Adelizzi/ Supervisor of Elementary Special Programs		2023	
Hours Per Training	Number of Sessions	Provider	Audience
7	10	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Safety Care: Deescalation and Restraint Techniques in accordance with PBS Board Policy			
Lead Person/Position		Year of Training	
Natalya Adelizzi/ Supervisor of Elementary Special Programs		2024	
Hours Per Training	Number of Sessions	Provider	Audience
7	10	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Supporting student with PBSP in the Regular Education Classroom			
Lead Person/Position		Year of Training	
Emily Ralph/ BCBA		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	Intermediate Unit	General Education Teachers

### Paraprofessional

Description of Training			
Act 126 Training			
Lead Person/Position			Year of Training
Natalya Adelizzi/ Supervisor of Elementary Special Programs			2021
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	District Other	Paraprofessionals

Description of Training			
Act 126 Training			
Lead Person/Position			Year of Training
Natalya Adelizzi/ Supervisor of Elementary Special Programs			2022
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	District Other	Paraprofessionals

Description of Training			
Act 126 Training			
Lead Person/Position			Year of Training
Natalya Adelizzi/ Supervisor of Elementary Special Programs			2023
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	District Other	Paraprofessionals



Description of Training			
Act 126 Training			
Lead Person/Position			Year of Training
Natalya Adelizzi/ Supervisor of Elementary Special Programs			2024
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	District Other	Paraprofessionals

Description of Training			
CPR and First Aide			
Lead Person/Position		Year of Training	
David Parker/ Supervisor of Pupil Services		2021	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Other	Paraprofessionals Other

Description of Training			
CPR and First Aide			
Lead Person/Position		Year of Training	
David Parker/ Supervisor of Pupil Services		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Other	Paraprofessionals Other

Description of Training	
Building Positive Relationships/ Responsive Classroom	
Lead Person/Position	Year of Training
Erinn Smith Dells/ Lead Teacher	2021

Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals

Description of Training			
Building Positive Relationships/ Responsive Classroom			
Lead Person/Position		Year of Training	
Erinn Smith Dells/ Lead Teacher		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals

Description of Training			
Building Positive Relationships/ Responsive Classroom			
Lead Person/Position		Year of Training	
Erinn Smith Dells/ Lead Teacher		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals

Description of Training			
Building Positive Relationships/ Responsive Classroom			
Lead Person/Position		Year of Training	
Erinn Smith Dells/ Lead Teacher		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals

Description of Training			
How to Support Students with Vision and Hearing Impairments			

Lead Person/Position		Year of Training	
Natalya Adelizzi/ Supervisor of Elementary Special Programs		2021	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	PaTTAN	Paraprofessionals

Description of Training			
How to Support Students with Vision and Hearing Impairments			
Lead Person/Position		Year of Training	
Natalya Adelizzi/ Supervisor of Elementary Special Programs		2023	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	PaTTAN	Paraprofessionals

Description of Training			
Classroom Safety			
Lead Person/Position		Year of Training	
Natalya Adelizzi/Supervisor of Elementary Special Programs		2021	
Hours Per Training	Number of Sessions	Provider	Audience
.5	1	Other	Paraprofessionals

Description of Training			
Safety and Injury Prevention			
Lead Person/Position		Year of Training	
Natalya Adelizzi/Supervisor of Elementary Special Programs		2021	
Hours Per Training	Number of Sessions	Provider	Audience
.5	1	Other	Paraprofessionals

Description of Training			
Conflict Management: Managing the Upset Parent			
Lead Person/Position			Year of Training
Natalya Adelizzi/Supervisor of Elementary Special Programs			2021
Hours Per Training	Number of Sessions	Provider	Audience
.5	1	Other	Paraprofessionals

Description of Training			
Conflict Management: Student to Student			
Lead Person/Position			Year of Training
Natalya Adelizzi/Supervisor of Elementary Special Programs			2021
Hours Per Training	Number of Sessions	Provider	Audience
.5	1	Other	Paraprofessionals

Description of Training			
RBT Training			
Lead Person/Position		Year of Training	
Esther Bubb/ DCIU BCBA		2021	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	Intermediate Unit	Paraprofessionals

Description of Training			
RBT Training			
Lead Person/Position		Year of Training	
Esther Bubb/ DCIU BCBA		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	Intermediate Unit	Paraprofessionals

Description of Training			
Transition 101			
Lead Person/Position			Year of Training
Natalya Adelizzi/ Supervisor of Elementary Special Programs			2021
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	PaTTAN	Paraprofessionals

Description of Training			
Complex Learners Institute			
Lead Person/Position		Year of Training	
Nora Connell/ SLP DCIU		2021	
Hours Per Training	Number of Sessions	Provider	Audience
5	2	Intermediate Unit	Central Office Administrators Paraprofessionals Special Education Teachers Other

Description of Training			
Basics of Behavior and DeEscalation			
Lead Person/Position			Year of Training
Natalya Adelizzi/Supervisor of Elementary Special Programs			2022
Hours Per Training	Number of Sessions	Provider	Audience
1	5	District	General Education Teachers Paraprofessionals Special Education Teachers

## Transition

Description of Training			
Transition 101			
Lead Person/Position		Year of Training	
Natalya Adelizzi/ Supervisor of Elementary Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	PaTTAN	Building Administrators Special Education Teachers

Description of Training			
5th to 6th Grade			
Lead Person/Position		Year of Training	
Matt Crater/Assistant Principal		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

## Science of Literacy

Description of Training			
Foundations of Science of Reading and how we use it to inform teaching and IEP's			
Lead Person/Position		Year of Training	
Heather Stottlemeyer/ PD DCIU		2022	
Hours Per Training	Number of Sessions	Provider	Audience
5	3	Intermediate Unit	Special Education Teachers Other

Description of Training
Identifying and Treating Learning Disabilities in the Context of MTSS

Lead Person/Position		Year of Training	
Jack Fletcher/ Distinguished University Professor of Psychology at the University of Houston		2021	
Hours Per Training	Number of Sessions	Provider	Audience
5	1	PaTTAN	Central Office Administrators Other

Description of Training			
Foundations of Reading and the Reading Rope			
Lead Person/Position		Year of Training	
Sandra Connelly-Natalya Adelizzi, Curriculum Supervisor		2021	
Hours Per Training	Number of Sessions	Provider	Audience
3	1		Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Description of Training			
Literacy Symposium			
Lead Person/Position		Year of Training	
PaTTAN		2022	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	PaTTAN	Special Education Teachers Other

### Parent Training

Description of Training
Financial Planning for Students with Autism and/or Intellectual Disabilities

Lead Person/Position		Year of Training	
Michele Leahy / Disability Life Planner		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Parents

Description of Training			
Anxiety in School Aged Children			
Lead Person/Position		Year of Training	
Raleigh Booze/ LPC		2022	
Hours Per Training	Number of Sessions	Provider	Audience
.5	1	Other	Parents

Description of Training			
Prioritizing Online Safety: What every parent needs to know			
Lead Person/Position		Year of Training	
DCIU		2021	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Parents

Description of Training			
Creating Agreement in Special Education			
Lead Person/Position		Year of Training	
DCIU		2021	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Building Administrators Parents Special Education Teachers



Description of Training			
Creating A Functional Workspace for Your Child			
Lead Person/Position		Year of Training	
Raleigh Booze		2021	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
The Early Intervention Process for Parents			
Lead Person/Position		Year of Training	
Natalya Adelizzi		2021	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Parents

Description of Training			
Talking to Your Teen about Self Care			
Lead Person/Position		Year of Training	
Raleigh Booze		2021	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training	
AAC Devices: Facilitating Communication at School, Home and in the Community	
Lead Person/Position	Year of Training
Jaimi White/ SLP	2022

Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit	Parents

Description of Training			
AAC Devices: Facilitating Communication at School, Home and in the Community			
Lead Person/Position		Year of Training	
Jaimi White/SLP		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit	Parents

### IEP Development

Description of Training			
Best Practices in IEP Writing			
Lead Person/Position		Year of Training	
Natalya Adelizzi/Supervisor of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
.75	7	District	Special Education Teachers Other

Description of Training			
Supplementary Aides and Services Toolkit			
Lead Person/Position		Year of Training	
Natalya Adelizzi		2023	
Hours Per Training	Number of Sessions	Provider	Audience
.75	2		

Description of Training			
ESY Qualification, Documentation			
Lead Person/Position		Year of Training	
Supervisors of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Special Education Teachers

Description of Training			
Best Practices in IEP Writing			
Lead Person/Position		Year of Training	
Natalya Adelizzi/Supervisor of Special Education		2023	
Hours Per Training	Number of Sessions	Provider	Audience
.75	7	District	Special Education Teachers Other

### Complex Learners

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience
		Intermediate Unit	Central Office Administrators Paraprofessionals Special Education Teachers Other

Description of Training			
Unique Learning Systems			
Lead Person/Position		Year of Training	
Kelly Fager/PD Specialist		2021,2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	Intermediate Unit	Central Office Administrators Special Education Teachers

## Data

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience
		District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Unique Learning Systems			
Lead Person/Position		Year of Training	
Kelly Fager/PD Specialist		2021,2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District	Other



## Signatures & Affirmations

Approval Date

Uploaded Files

- There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
- The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date

